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THE WINONA NORMAL BULLETIN

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Winona, Minnesota

Series XI

AUGUST, 1915

Number 4

This number of the BULLETIN seeks to be a means of communication between the school and its alumni and between the alumni themselves. An unusual number of graduates returned for the commencement exercises this year and the interest shown in the development of the school was very encouraging. It is the hope of us all that this reunion and banquet may be the beginning of a closer relation between those who are out in the work and those who are in the school as teachers and as students.

There have been so many changes in the equipment, personnel, course of study, and methods of work that one who graduated even a few years ago can hardly realize what we now are and are doing. The new Elementary School building will bring still more changes and the introduction of more academic work and of the third year of general work for high school graduates is sure to affect the whole institution profoundly. At such a time your Alma Mater has an unusual need of all the help her loyal children can bring her. The pathway before us is untrod for the most part and there are large differences of opinion among the students of education as to what constitutes the proper and wise function and place of a normal school in the public education of our country. Our problem needs courage and wisdom.

Let's have a long pull and a strong pull and a pull all together!

THE COMMENCEMENT SERMON

Judge Ell Torrance, President of the Normal School Board, speaking from the text, Galatians 6:2, "Bear ye one another's burdens and so fulfil the law of Christ" and Galatians 6:5, "For every man shall bear his own burden," said in part:

This is a new experience for me. When invited by President Maxwell to preach the baccalaureate sermon, I said "How can I do it, for I am neither a bachelor of arts nor a clergyman." He reminded me that it would be Memorial Sunday and that I could with entire propriety weave a thread of patriotism thru my address and make it what might be termed a sort of secular sermon.

This I readily agreed to for I hold that religion and patriotism are inseparable. I believe that no one can be truly patriotic who is irreligious and that no one can be truly religious who is devoid of patriotism. Patriotism bears the same relation to country that religion bears to the Supreme Ruler. The basis of each is sacrifice, and both are obedient to rightful authority.

The element of sacrifice is what makes this day sacred. Eliminate sacrifice and nothing remains.

Forty-seven years ago today Memorial Day was established by General John A. Logan, then Commander in Chief of the Grand Army of the Republic. Speaking of the soldier dead he said "Their lives were the reveille of freedom to a race in chains, and their deaths the tattoo of a rebellious tyranny in arms. Their graves should be guarded with sacred vigilance. All that the consecrated wealth and taste of the nation can add to their adornment and security is but a fitting tribute to the memory of her slain defenders. Let no ravages of time testify to the present or to the coming generations that we have forgotten as a people the cost of a free and undivided republic."

For almost half a century this Memorial has been religiously kept, and has become the most sacred of all our patriotic observances. The sadness of the earlier days has passed away and sorrow has given place to reverent joy. It has become the Nation's Easter when the people are summoned to the patriot's tomb, not with power to awaken the encampments of the dead, but by the mystic cords of memory to resurrect the virtues which adorned their lives. It is the Nation's Sabbath when at the shrine of patriotism all creeds are forgotten and we receive into our hearts a new inspiration to duty.

For centuries memorial services have honored the Athenians who died at Marathon. We are only in the youth of ours, but the memorial is so beautiful and has already been so fruitful in bless-

ing that it will surely continue to be observed as long as the republic endures.

The graves of the patriot dead are scattered thruout the length and breadth of this land, and few, indeed, are the hamlets and villages that cannot claim the sacred dust of at least one soldier of the Union.

But there will be graves that human feet will not find. They are the graves of the unknown dead — those who fell at the crossing of the ford; on the mountain side, in the deep wood and by the swift running river. To these heroes all human ministries will be denied, but nature will in faithfulness remember them and clothe their graves with the verdure and flowers of spring.

I have said that the spirit of self-sacrifice is the basis of true patriotism, and it should not be forgotten that there is a sham patriotism as well as a genuine patriotism. There is a patriotism that is content with the phylacteries of pretense and vainglorious speech while avoiding every public and personal duty that cannot be corrupted and turned to private gain. The worth of a citizen should never be estimated by what he has inherited or accumulated but by what he has accomplished, not for himself but for others, by what he has done, not simply for his own gratification but for the happiness of others.

I would define a patriot as one who stands ready to die rather than to kill, to make alive rather than to slay; one whose love of country is so deep and strong that hatred even of her foes can find no room in his heart. Cruelty and malice have no place in the heart of a real hero. The scalping knife and tomahawk, the devastated house and the lifeless bodies of women and children are found only in the track of savages.

The victory at Appotomax would have been incomplete and would have yielded imperfect fruit if we had not won the hearts as well as the flags of the men who wore the gray.

Two years ago more than 50,000 survivors of the Great War met at Gettysburg to celebrate the fiftieth anniversary of that battle. No such gathering had ever been witnessed before in the world's history. At a meeting of the ex-Confederates, held on the battlefield on the second day of the reunion, a resolution was adopted giving forceful expression of their conviction that the

union of states was forever indissoluble. It read: "Resolved, That we take pride in the fact that to the armies of the Confederacy is due the credit of demonstrating the utter impossibility of the dismemberment of the Union." It was a great peace jubilee the fulfillment of Lincoln's prophecy of a restored union based upon mutual respect, friendship, and good will.

In the world war now waging with its broken treaties and unspeakable cruelties, we stand for what every nation should wish to stand for. We speak for those things that humanity everywhere must desire. In the blackness of the night we hold aloft the lamp of liberty, sweetened with the incense of peace and thru the chief Executive of this great Republic we voice the conscience of enlightened mankind in demanding for the world that respect for divine and human laws that we demand for ourselves.

And now let us turn your thoughts to a still higher theme than patriotism. Let us consider a law of higher import than treaties and legislative enactments. The apostle calls it the law of Christ The apostle says, "If you want a law, let me suggest one that will adequately employ your energies, a large and comprehensive law worthy of broadminded men; namely, the great Law of Christ. The Law thus exemplified by Christ is set forth by his apostle in three propositions and the first is this: "Every man shall bear his own burden." Here is an announcement of the vital duty of personal independence. "Every man for himself" is a much abused precept but there is a great truth in it. We are like soldiers on the march. It devolves on every one to shoulder his musket and bear his own knapsack.

The second proposition of the Great Law is this: "Bear ye one another's burdens." After all we cannot escape the important fact of mutual dependence and interdependence. Did I say we are an army on the march? Yes, comrades, all. And if one at my side staggers under the heat and burden of the day . . . in the name of comradeship, give him a lift. Put your canteen to his lips, shoulder his musket, strap his knapsack to your back.

We share our mutual woes,
Our mutual burdens bear,
And often for each other flows
The sympathizing tear.

The third proposition, without which the two former would be antagonistic, is this: A part of every man's burden is to share the burden of the next man. It is impossible to separate individual from social duty. . . . A selfish Christian is a contradiction of terms. . . . The man who retires to solitude for self-culture flies from his burden. Our Lord frequented the great centres of life.

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In the Great Law we find the sum and substance of the duties of the Christian life. Our success in right living is measured by our imitation of Christ as the Burden-bearer. . . . We die with him when our hearts break in sympathetic touch with the world's agonizing heart.

I have thus briefly and with marked incompleteness referred to some of the principles and ideals that enter into the life and character of the Christian patriot in the hope that it might prove a dedication hour for us all and especially for the members of the graduating class of the Winona Normal School who are soon publicly to consecrate themselves to the toil, sacrifices, and rewards of a noble profession.

As a lawyer I often give advice, but beyond the truth embodied in the Great Law to which I have referred, I have nothing to add. I assume that you have made the best of your opportunities and that under the excellent training you have had you are reasonably well prepared for the responsibilities that confront you — that you are filled with enthusiasm and eager to discharge your duties.

Members of the graduating class, your presence here adds grace and impressiveness to this occasion, and for myself as well as in behalf of all here assembled I wish for you fair skies, good fortune, and the favor of the Divine Father, and may a coronation day crown the close of the life work of each one of you.

THE PROCESSION

One new feature of the Commencement time this year was the procession from the Normal School building to the M. E. Church on Sunday evening just before the annual sermon. The senior class led the march until the door of the church was reached

when the seniors formed in two lines for the members of the faculty to march through, led by the President of the School. Those seniors who were in the rear of the line marched through after the faculty, thus reversing the whole order of march. Another departure from the usual custom was for the seniors to march into the audience room from the rear to take their seats. They were led by two of the young men.

CLASS DAY

The class program was held June 2nd, 1915, in the assembly room of the Normal School. The exercises were begun by the seniors marching in a body into the assembly room. Then the regular chapel exercises took place, after which the class day program began with the "Color Song," by the seniors, praising the gold and white. The "Joint Memorial" of the 1915 and 1916 classes was then presented with very appropriate remarks by Miss Trites. On account of the absence of Director Somsen, President Maxwell received the gift for the Normal School. After the singing of the "Cup Song" by the seniors, Miss Anderson on behalf of the senior class presented the "Loving Cup" to Mr. Conrad, who accepted it on behalf of the junior class. The juniors then sang a rousing, goodfellowship farewell song to the seniors. The seniors responded with their "Class Song." This ended the first part of the program. A short intermission followed.

In the second part of the program the seniors gave an original burlesque on members of the class and of the faculty. Ethel May, the mysterious mind reader was introduced and she gave some interesting readings of the minds of the faculty and student body; she also answered many anxious questions. The "Adventures of Normalita" followed. This was a clever little play, composed in motion picture form, giving the school life of a poor unfortunate girl at a Normal School. Members of the class made up the cast. The senior "Class Yell" ended the second part of the program.

The third part of the program was begun by a march of the seniors, carrying ropes of evergreen over their shoulders. This march was from the assembly room, down the front entrance and

across the campus, to the new Model School building, where the senior class sang "Hail Winona." Mr. Irving T. Hu then planted the Ivy. Mr. Frederick Borncamp gave an address on "The Life Gift," in which he compared our life gift with the ivy. The march back to the main building completed the class day program.

THE CLASS MEMORIAL

The memorial presented to the Winona State Normal School at Commencement time is distinctive in two ways: First, it is the joint gift of the Junior and Senior classes; secondly, it is the creation of our art teacher, Miss Louise Guernsey.

As the sculptor, Miss Guernsey, wished to embody in some artistic form her ideal of the varied aspects of child nature and the self-centered joys of all childhood, she chose a drinking fountain as the medium of expression and spent about two years working out her conception. This fountain was exhibited at the Chicago Art Institute at an annual exhibit of Illinois artists and received honorable mention. For the past two years it has stood in the John Herron Art Institute at Indianapolis, Indiana.

The fountain is made of fine cement mixed with marble dust and it is of a warm, creamy tone. As finished it stands about six feet high.

The design is a little child holding a bowl, into which bubbles the sparkling water. The woodsy, watery treatment of the lower draperies represents the wild, sweet freedom of the active child. The upper part symbolizes the more sober, spiritual aspects of child nature. The symmetrical conformity of the two little hands clasping the bowl typifies the conforming of the child in response to adult training. The earnest, trusting gaze of the downcast eyes bids us keep the water of life, which we offer so freely, pure and true. The background, rising from its narrow base, expands above the head and symbolizes the child's growing background of experience, which, all unconsciously to him, supports and reflects this triple personality.

THE CLASS PLAY

The play presented on the evening of June 1 by the seniors was an interesting departure from the type of play generally produced by amateurs. It was a dramatization of the beloved story of "Snow White and the Seven Dwarfs" made by Jessie Braham White and originally produced in New York by Mr. Winthrop Ames. The Winona production was given by special permission of Mr. Ames.

That the choice was a fortunate one was manifest by the enthusiastic response. Those who took part entered with unusual vivacity into their difficult roles; those in charge of the music work faithfully; members of the school attended rehearsals and made helpful suggestions; and the public responded in such numbers that a new record has been made in Winona.

Not one of all the thirty-five in the cast does not deserve special mention. Not one of the five unique stage settings should fail to be minutely described. Not a note of the exquisite music, written especially for the play by Edmond Rickett, can well be omitted. In every way the production was a professional one, and "Snow White and the Seven Dwarfs" will long be remembered by all who witnessed it.

ELEMENTARY SCHOOL DEDICATION

The dedication of the new building occurred on Tuesday, June 2. The address was delivered by Dr. Chas. A. McMurry, one of the best known authorities on American education. Dr. McMurry was the first principal of the Winona Normal Elementary School. He took as his theme "Can this school (a training school) be made a first class school in spite of the necessary student teaching?" His answer was "Yes, if the right things are done." What he believes to be necessary is explained below. It is reassuring to be able to say that the plan as outlined is, in substance, already in effect in our own school.

Dr. McMurry said in part:

"The controlling purpose of a practice school is, first of all, to provide a first class school for the children. The notion that we can exploit the children for purposes of experimentation is to be

set aside at once. The idea of training teachers and the idea of experimenting with children must be wholly subordinated to the needs of children in the effort to get a first-class training. It may turn out, however, that a first class school is the best opportunity for training young teachers and also the best experiment station for the study of children.

"On the basis of general experience we may conclude that people generally are critically disposed toward practice schools, on the ground that the children are sacrificed to schemes of teacher training.

"The following question has been frequently put to educators:

"Can a practice school or training school be brought up to the standard of a first class school? The answer almost invariably has been, No!

"We wish to offer a demonstration, based on four points, that a training school may become a first class school—and as such is a good laboratory for the Normal School.

"First, what is the status of the students who apply for practice teaching in a Normal School?

"They are graduates of four-year accredited High Schools when they enter the Normal, or they must complete a course equivalent to this before they can enter upon the regular two-year Normal course. They have spent one year additional to this at the Normal in the careful and rigorous review of the common school studies, reading, grammar, arithmetic, geography, etc. During the first year at the Normal they have also had a year's work in psychology and method with illustrative lessons and discussion of lesson plans.

"At the beginning of the second year at Normal they are ready to begin their teaching.

"Such High School graduates with one additional year's work in Normal School are far better equipped than thousands of young teachers who undertake regular positions in schools.

"With such young teachers doing the greater portion of the instruction, how may the Training School become a first class school?

"1. A superior training or critic teacher is put in charge. She is to direct and supervise the students in the work, to set up

and maintain good standards of discipline and instruction. Such a critic is a distinctly superior teacher, more experienced and skillful than the average of good teachers, much better paid and more professional and permanent in teaching work. She is not merely a skillful instructor and manager of children, but also wise, vigorous, and helpful in the guidance of young teachers, in the planning, discussion and criticism of lessons. The critic stands for the steady efficiency and continuity of instruction for the whole room. She must know how to reenforce the instruction of young teachers while encouraging their freedom and individuality. Each student teacher must teach two such terms successfully before graduation. At the beginning of each term, and frequently during the term, the critic teaches classes to illustrate the work and to aid the young teachers. It is plain that a good critic becomes very adroit and efficient in directing the work of children and of young teachers.

"2. A Training School requires a definite and well-organized course of study. Inexperienced teachers can not be allowed to wander at will through a haphazard course of study. The important topics in each study should be well selected and arranged before hand by the most experienced and competent teachers.

"Each important topic should have been elaborately worked out beforehand by a well trained teacher, not merely in outline, but in an adequate descriptive treatment. Only experienced teachers are capable of doing this properly, and even they can do it only after long practice. It has been demonstrated that beginning teachers have neither time nor ability to do this work well.

"An experience of several years with well-trained critic teachers in working up the complete treatment of these important topics has shown first the extreme difficulty of getting this preparatory work well done, and second the great value of such well-prepared topics to beginning teachers.

"This is indeed a fundamental laboratory problem for the whole faculty of a Normal School, including the heads of departments and the critic teachers. The heads of departments, each in his special subject, should be the best qualified people in the world, to show up the full and adequate treatment of topics as needed in the training school, in geography, history, mathematics, literature, etc. This is the hardest problem we have met with in the training

school. People have taken it for granted that anybody (even young teachers) could do this, and nobody has done it. In fact nobody has yet demonstrated the full ability to do it. The extent to which it has been attempted has shown its extreme value in securing training school efficiency.

"3. The students destined for teaching consult with the critics and have their subjects assigned. The topics are worked out beforehand and they have time to master the material thoroughly, to plan their lessons, to collect maps, references and illustrative material. They consult with their critics and receive criticism on their plans prepared for some time ahead. Text books are also put into their hands and any necessary helps. We cannot overestimate the value of the complete preparation on the part of the young teacher in cooperation with the critic.

"Equipped with this mastery and organization of his subject matter, the beginning teacher enters upon his class-room work with confidence. He pushes straight ahead and wastes little time. Minor faults and errors are quickly eliminated and good habits of teaching are speedily formed.

"4. The instruction in a training school is more individualistic than in good schools as usually organized. In a training school building, in close connection with each regular room, we have one or two smaller class-rooms. This enables us to divide each regular class into two or possibly three smaller groups. If four or five children in a class of twenty require close individual attention for explanation or drill, a teacher can give her whole attention to them. They can get the individual help and training each requires. One regular teacher, with twenty in a class, can not do this individual work so effectively. It is also an excellent training for the young teacher to individualize his instruction, to fall into the habit of observing and interpreting individuals. The young teacher requires specific, more individual experience with smaller groups as well as with larger classes. Human nature is best understood at first individually rather than collectively.

"On account of the large number of students in our Normal classes, it is difficult if not impossible to supply full-sized classes for all the instruction. Indeed, in the interest of children and young teachers alike it is not desirable. By means of more care-

ful individual attention to children in training schools we can actually improve upon the instruction given in good schools with regular teachers. We can advance slow children more effectively and we can provide better and more suitable instruction to bright and capable children.

"Stating the case more definitely:

"We may provide for special or small groups of slow or retarded children.

"A provision of more careful supervision of classes during the study period. This holds the children to better standards of work and to less waste of time. We are able to group the abler children so as to advance them properly according to their ability.

"Our Normal specialists in child study train groups of students to more intelligent and practical modes of observing and treating children, as a preparation for handling these special groups, including backward and defective children.

"Under these conditions it is found that the children pass into high school on equal terms with those from other schools and there is not any appreciable difference in the results as shown in the efficiency of the high school work."

THE ALUMNI REUNION AND BANQUET

The notices of the Alumni reunion in June and requests for information regarding the whereabouts of graduates, have met with a most gratifying response. Over one thousand alumni have sent in the personal and professional history cards. In addition to these, the historian has been deluged with letters and greetings. An attempt has been made here to make mention of some of the most typical and interesting letters received. The substance of that which follows was presented by the historian at the banquet on June 3d.

We are extremely fortunate in having heard from two of the members of the first class, 1866, Mrs. J. S. Dinsmore, formerly Julia S. Hamilton, and Mrs. C. C. Coffey (Susan Leach). Both send heartiest greetings, and Mrs. Coffey says "I am proud to be one of the first graduates." Mrs. Rebecca Thorne Donaldson, and Mrs. Lizzie Thorne Sloss entered the school in 1860 when it

was organized in the small building on Fourth St., and taught in Homer, when the school was closed in 1864. "Christmas, '73," writes Mrs. Donaldson, "Judge Thomas Simpson came to my sister and me to ask if we would accept diplomas from the Normal Board as we had proved ourselves good teachers, and deserved diplomas." These were received, I believe with the class of '73. The members of the classes of the '70's wrote few letters, but brief greetings came from many of them.

It is apparently in the 80's that we find the letter writers, for many items of interest came from graduates of that period. Mary Pye Oliver, '84, now living at Downers Grove, Ill., near Chicago, on a small fruit farm, says that her fruit trees are at service of any Winona graduates who will visit her. Daniel L. Dawley, also '84, now living in St. Paul, [word has just come of Mr. Dawley's death on June —] congratulates himself and the normal school as well, on the fact that he "has continuously kept out of the penitentiary, the almshouse, and bad company, all of which I hereby gratefully ascribe to my normal training." Mrs. Edith Hall Stewart, '85, writes one of the most interesting letters of the collection. She is the mother of three boys, the oldest now at Ann Arbor, and the younger two are at home. Her husband is the proprietor of a new process brick factory, the manufacture of brick from sand and lime. Mrs. Julia Krause Hobert, '85, now living in Oakland, California, invites most cordially any classmates or teachers who may be on the coast at the expositions to visit her home. Jessie John Slemmons, located at Ellensburg, also has an open latch string for friends from Winona. With general greetings to all present, she includes special greetings for Dr. Shepard, Mr. Holzinger, Miss Smith, Miss Sprague, she who was Miss Brechbill, now Mrs. McGaughey. "Among the girls of my school days," she says, "Mary Norton, Mary McCutchen, and Mary Buck, among the boys who promised much George Simpson, Manfred Holmes, and James Manahan, a red headed fellow who was always ready to debate—at last accounts a congressman, I believe." Martina Erickson, known then as Tina, regrets most deeply her inability to be present at the reunion sends special greetings to Dr. Shepard, Miss Sprague, Miss Smith, and Mr. Holzinger. Also to Miss Helen Staples, the only other girl of the class of '89 who wore a pink silk graduating dress. Miss

Erickson is now principal of Monticello Seminary, Godfrey, Ill., a large and well known school for girls.

Turning our attention to the '90's, we find letters from them rather meager in quantity. Greetings include those from Frances Freeman, '90, Emma R. Earle, '96, Mrs. Feiting, Tomah, Wis., Mrs. Clara Rasmussen Henrickson, '96, wife of a jeweler in Duluth; Rose Rider Tollefson, '92, a very recent bride, and Estelle E. Ryan, '99, principal of a grade school at Great Falls, Montana.

The Skookim Indians exhibited at the Normal building during the Reunion seem to be the most original product of the graduates from 1900 on. They are made by Mrs. Mamie Dwyer McAboy, 1901, now of Denver, where she has built up a large trade and looks after the manufacture of these popular dolls herself. Her letter is most interesting and strikes a responsive chord in all who read it. Eva Getchell, '03, would make an excellent real estate dealer in Yakima land, judging from her letter, which includes warmest greetings. Others to respond to the request for greetings for this occasion are Nina Farrington Seager, '04, of Chico, Cal., Harriett Shorrocks Johnson, Northfield, 1900; Mabel Tuthill Silvers, 1905, of Calvin, North Dakota; Elva Dusschee, 1909, Lyra Horton Washburn, Neah Bay, Washington; Margaret Brooks, 1900, Isabella Carlyle, 1909; Harold Cady; and James Blake, both of 1900.

The graduates of the years 1910 to the present time brought a considerable number of greetings. Mary Daniel, 1911, teaching at Arlington, Helena Horowitz, 1912, Flora Fritze, 1910, Elizabeth Willson, 1911; Josephine Pettis, '13, now taking her degree at Chicago University, Hilda Kohl, '13, Julia Casey, '13, and many others.

Since the last reunion, 1910, the semicentennial year, death has claimed many noted graduates of this institution. Among them stand out the work and life of Alice Schultes, '75, for twenty-nine years supervisor of training at the River Falls, Wis., State Normal School. Dr. Laura Linton, '72, connected for many years with the State Hospital at Rochester, where she did untold good alleviating the sufferings of those with whom she came in contact. Theodore J. Richardson, the first supervisor of drawing here, '77; J. Burritt Smith, '75, one of the most prominent workers for pro-

hibition in Wisconsin, died Dec. 31, 1914, and Mrs. Fayette L. Cook, wife of a member of the class of 1866, Winona Culbertson, '74, passed away in March, 1913. Miss Alma Campbell, for many years county superintendent of Dodge County, a member of the class of '97, passed away on May 24th, of typhoid fever. Mrs. Adelbert Porter, formerly Miss Florence Keeler, '76, is also to be numbered among the deceased. Many have doubtless noted the tragic circumstances connected with the recent death of Marguerite Warner McQuade.

It is planned to issue a complete list of alumni with their addresses at the end of the year 1915-1916. To this end the historian asks the cooperation of all alumni. Notifications of changes of address, marriages, deaths, and other information of interest, are indispensable if we are to make the Alumni Society an active, effective, forceful, unit to stand back of the Winona Normal to the end that she may maintain those high standards which have made her famous for two generations.

The program for the banquet of the Alumni Society, which was held at Morey Hall, at 1:15 p. m., June 3, 1915, was as follows:
 President and Toastmaster.....James M. Drew, '83.
 Reunion Song, 1861.....The Society
 "God Bless Us Every One".....Irwin Shepard, President, 1879-1898

There is
 One great society alone on earth:
 The noble Living and the noble Dead.
 WORDSWORTH—The Prelude.

"Greetings from Absentees".....Harris G. Pett, '13, Historian
 Letters from absent friends, extinguish fear,
 Unite division, and draw distance near;
 Their magic force each silent wish conveys,
 And wafts embodied thought, a thousand ways.

Song, selected.....The Society

"A Welcome for the '15's".....Augustus B. Choate, '78, Minneapolis
 "Bear welcome in your eye, your hand, your tongue."

Response for the Class of 1915.....William F. Baker, '15, Winona
 "We have some salt of youth in us."

Song, selected.....The Society

Toast, "The Faculty".....James Manahan, '86

"And the wonder grew
 That such small heads could carry all they knew."

Response for the Faculty.....Floyd W. Moore

"Nature has given us two ears but only one mouth."

Song, "Hail Winona".....The Society

"Memories of Normal Days".....E. W. Randall, '79

"Fond memory brings the light of other days around me."

"Retrospect and Prospect".....G. E. Maxwell

"Report me and my cause aright."

Song, selected.....The Society

Business Meeting

Informal Social Hour

At the business meeting officers of the association were elected as follows: President, James Monahan; 1st Vice President, James B. Blake; 2nd Vice President, William Baker; Corresponding Secretary, G. E. Maxwell; Treasurer, Helen Staples. A motion was passed requesting the officers of the Normal School to prepare a complete list of the alumni. It was also voted to meet annually to hold a banquet at the time of the M. E. A. in the Twin Cities.

COMMENCEMENT ADDRESS

With earnest sincerity, dignified bearing, and polished manner, Governor Hammond analyzed what to him are the essentials of success. The characteristics that must be found in a successful person are untiring industry, patience, self-control, and as the foundation for all, courage.

"It is not difficult to work hard if one loves his work. Work is not to be regarded with fear and trembling. No person ever worked hard because he liked to work but often rather because he loved his particular kind of work."

The speaker enlarged upon the quality of patience as exemplified in the character of Abraham Lincoln and declared him to have been the nation's most patient man. "But he never lost faith in his great task to save the Union."

"The man of self-control is one who is not flighty and who will not flutter and will move people" and many illustrations drawn from history were well delivered. Without naming them, reference was made to the great political leaders of recent years, men without great intellect but possessed of great calmness which proved their greatest asset.

Columbus was chosen to exemplify courage as a dominant trait. "How easy it is for a man who has no particular task to be courageous!" The fate of Columbus when constantly rejected by three monarchs and then finally aided by a woman was a skillful tribute to the large class of young women graduates. "And this woman said he goes and he went" and here the speaker lauded the great work of the women in our nation's history.

"But one might have all these qualities and still not be successful. To gain success in a pecuniary way is not enough. The

evil-disposed have all of these essentials I have enumerated. Satan, himself, I take it, has them all. He is courageous, has all the patience, has self-control and industry that keeps him continuously at his task.

"When success is real one ought to get enjoyment out of it. His conscience must permit him to take pleasure in what he has accomplished. He should have the confidence that he deserves this pleasure. And in order to be deserving, on-the-square honesty is needed most. Unselfishness, kindness, and gentleness are all ingredients in the compound of success."

The address closed with a plea to the Class of 1915 that they have a special mission in their life work so as to be of some service to society and the world.

Judge S. H. Somsen, preliminary to the presentation of the diplomas, spoke of the work of the normal school board, saying that he was not sure about the success of what it sought to do, but that one part of its year's work he considered a success and that was the graduation of a class such as this.

THE SUMMER TERM

The 1915 Summer Term is the largest and, with ideal weather conditions, is probably the best school yet maintained at Winona, altho the extensive repairs and changes in the main building are interfering somewhat near the close. There are sixty-four classes meeting daily with an average of over twenty in each. The largest class is in rural school methods,—but primary methods, American history, elementary handwork, teachers arithmetic, pedagogy, and psychology each number over thirty. The model rooms, three of them, average fifty children each.

There are 395 students here. Two hundred fifteen of them have taught 7126 months, or an average of over 33 months apiece. These figures serve to show the maturity, breadth of view, and seriousness of purpose of the school. There are thirty-three candidates for graduation, all from the advanced or special courses, except four.

Two courses are being taught in the interest of International Peace, under a special arrangement with the Carnegie Endowment

Fund. One, International Law and Polity, enrolls twenty-four, the other, the Geography and History of South America, enrolls twenty.

The term has not been lacking a variety of activities other than the regular class work. The list follows: June 16, "The Interpretation of Children" by Miss Gildemeister; June 19, Open House, Morey Hall; June 21, Get-Acquainted Excursion, steamer Sidney with Mrs. Gudrun Thorne-Thomsen in "Stories and Story Telling;" June 24, "King Lear" by Pres. H. L. Southwick of Emerson College of Oratory; June 29 and 30, San Sophia and LaSalle-Hennepin by Charles W. Seymour; July 3, Podunkville Celebration at Morey Hall; July 9, "Story Telling" by Mrs. Gudrun Thorne-Thomsen of Chicago; July 10, Group Picnics on Bluffs; July 12, "Pasteur," a lecture by Prin. W. F. Webster, East High School of Minneapolis; July 23, Graduation Address by Pres. F. A. Cotton, of the La Crosse State Normal School, followed by processional march to Morey Hall for a Reception for the class.

DIRECTORY OF GRADUATES

We are publishing herewith a list of names of graduates whose present address is desired. Can you help us to locate these persons for our directory, which we hope to make fairly complete in the near future? Please take the list now, go over it, and communicate with us concerning anyone whose address you know. Perhaps you know only one, or perhaps two, but it is the sum of these ones and twos which will make up the list in the end.

This method of getting the list was suggested by the alumni at the business meeting, and we hope for the hearty cooperation of all in carrying it out.

A

Adams, Louise	Anderson, Aletz	Alnes, Bertha Marie
Adams, Ruth G.	Anderson, Nora C.	Anderson, Oscar
Adams, Alice	Anderson, Cleopatra	Anderson, Mabel
Adams, Mrs. C. C.	Anderson, Olena	Anshus, Ida
Alexander, Theo S.	Ainsworth, Inez C.	Appleby, Edna
Allen, Mrs. W. S.	Alden, Ruth	Aurlie, Bertina
Allen, Hazel	Allen, Ethel	Arneson, Edith
Arnison, Ole T.	Austin, Margaret C.	

B

Babcock, Mrs. Donald	Bell, Elsie	Brewer, Ella A.
Bacon, Mrs. J. W.	Bell, Mrs. J. W.	Brown, Edith M.
Bacon, Pearl D.	Bell, Lois C.	Brown, Mrs. Eugene
Baker, Stella	Bennet, Mrs.	Brown, Marie W.
Bakody, Edw.	Bennett, Vonnie W.	Brown, Mrs. W. D.
Bagen, Sarah	Berg, Abigail	Brush, Mrs. George M.
Bagley, John	Biersford, Mrs.	Bruce, Carrie E.
Battis, Amelia M.	Blackman, Gertrude E.	Buckley, Margaret C.
Baldwin, Bessie R.	Blackney, Nina	Buholz, Mrs. W. A.
Batson, Mrs. Alden R.	Berge, Ada R.	Bullard, Corinne C.
Batson, Mabel	Bonham, Mary D.	Bullock, Estelle
Barr, Ella M.	Bonhall, Laura E.	Bulen, Martha A.
Barney, Annie L.	Boss, Mrs. George W.	Bunker, Mrs. A. E.
Barry, Albert	Bond, Mrs. J. D.	Burke, Mrs. M. C.
Bartlett, Luvia Mae	Bornholdt, Alice	Burt, Alice M.
Barnard, Mrs. John C.	Borland, Mrs. J. J.	Burrows, Mary D.
Barlow, Charlotte	Bogart, Hazel	Burt, Alice
Becker, Louise M.	Boynton, Mrs. Frank	Burns, Mrs. M. D.
Beck, Lydia	Boyson, Christine H.	Buswell, Mary E.
Behan, Angela M.	Bowen, Ruth	Byrne, Mrs. F. M.
Behan, Theresa	Bradish, Mary J.	Beach, Eva
Brayton, Anna C.	Beach, Bessie K.	Braun, Sophia A.
Belts, Anna	Braun, Josie V.	Beach, Wesley
Brewer, Mrs. Jay		

C

Cady, Louva	Chapin, Helen L.	Cole, Wm. H.
Chatelain, Laura	Chapin, Clarice	Cox, Alice Mary
Chase, Grace	Christopherson, Mary C.	Conway, Ella
Childs, Italia	Christison, Ellen Martha	Clayton, May B.
Calhoun, Eliza	Christian, Mary	Crotty, Ellen
Callaway, Olive	Chubb, Jean	Cumberland, Elizabeth
Cale, Samuel J.	Churchill, Mrs. Helen	Cumberland, Margaret
Cameron, Sadie	Church, Jessie	Clarke, Bertha J.
Campbell, Emma	Coleman, Mrs. R. B.	Cornell, Sara E.
Campbell, Eliza	Collins, Mrs. S. J.	Coy, Addie H.
Cary, Myrtle	Cole, Addie B.	Clayton, Ruth
Carley, Lillian	Clark, Mary L.	Carlson, Martha E.
Coleman, Edith	Clemens, Emma J.	Carlson, Ida C.
Cowing, Ednah B.	Clearman, Margaret	Casey, Thos.
Cook, Mrs. David	Crane, Wilma	Case, Ethel
Comee, S. Bertha	Crawford, Jennie	Carley, Nellie Maud
Corbitt, Ethel	Cravath, Grace	Carley, Cora May
Corbett, Edith	Curtis, Henry S.	Cathcart, Wm. E.
Cowan, Eva	Cranston, Earl	Chapman, Mattie E.
Clark, Lucy A.	Cranston, Mrs. E.	Crumb, Mrs. Archibald

D

Denton, Mrs. Lyman
Dowe, Florence E.
Dowe, Sarah
Diederich, Mollie
Dick, Clarence F.
Decker, Mrs. E. B.
Davidson, Mrs. D.
Douglas, Mrs. Dr. Anna
Duryea, Mabel

Denton, Dr. Lyman
Dixon, Mrs. Ella
Daniels, Jessie
Daniels, Jessie
Degnan, Maryan G.
Drew, Nellie L.
Doten, Mrs.
Dobbyn, Frank W.
Digby, Susie A.

Day, Abbie
DeGraff, Marie I.
Dunbar, Mildred
Dorsey, Anna E.
Done, Mrs. W. F.
Dunning, Mrs. Harvey
Dalagar, Blanche
Doughty, Kate

E

Ellingwood, Mrs. L. E.
Erickson, Eric F.
Elliot, Kate
Eversold, Nellie

Erickson, Mrs. Martha Donart
Erickson, Guida
Edwards, Mrs. Albertus
Eyford, Lena

Edison, Edna B.

F

Farmer, Fayette Bernon
Farmer, Mrs. J. D.
Ferguson, Ann E.
Foster, Eva
Fitzpatrick, Margaret
Flagg, Eda D.
Frahm, Ida H.
Fjelstad, Leonora A.

Farrar, Harry C.
Farnam, Josephine E.
Fisher, Minnie
Foster, C.
Fleming, Jennie
Flower, Jenny
Frie, Anton

Farr, Lola
Fenton, Evangeline
Fisher, Emma
Foote, Miriam D.
Flagg, Josie L.
Flynn, Ella
Fullerton, Alice

G

Galbreath, Flora
Gates, Ella
Garrett, Vivian
Getty, Jennie V.
Geyman, Ruth H.
Giere, Cora
Gilbert, Iola M.
Glazier, Mrs. Geo.
Goodrich, Lyle
Gorton, Nellie A.
Gowdy, Mary C.
Granger, Kate
Grafton, Grace
Guild, Mrs. Roy
Garland, James L.

Gamble, Mabel
Gates, Fred
Gay, Edna L.
Geyman, Emclie L.
Gibbs, Mrs. L. E.
Giles, John
Girod, Mrs. G.
Glass, Mrs. Henry
Gorman, Mary A.
Goss, Mrs. C. O.
Gray, Belle
Grant, Emma
Grant, Martha
Green, Philo
Gunz, Clara

Gates, Alice
Gates, Frederick
George, Mrs. W. F.
Geyman, Grace
Gies, Franciska
Gillett, F. S.
Glasby, Mrs. Maud
Goar, Grace M.
Gordon, Lillie
Goss, Florence
Gray, Margaret I.
Grac, Thorn E.
Gearhart, Frances W.
Griswold, Mary
Gusc, Carl F. H.

H

Haack, Mrs. John
Hall Mrs. A. E.
Hall, Ruth Lois

Haefner, Viola
Hall, Lulu
Hallas, Wilhelmina

Haldeman, Grace
Halloran, Irene
Hall, Rev. Joseph

Hamilton, Mrs. Maggie	Hammond, Mrs. James	Hambleton, Mrs. M. D.
Hamlin, Homer	Hancock, Daisy	Hancock, Maude
Hanke, Elsie	Hanson, Margaret	Hanscom, Nina B.
Hall, Mary Manston	Harbin, Ethel E.	Hartis, B. W.
Harkness, Laura	Harlin, Florence	Harkness, Ida M.
Harrison, Harriet	Hart, Hattie D.	Hart, Katherine I.
Hart, Minnie E.	Harris, Mrs. George	Harriman, Mrs. Frank
Harvey, Mrs. O.	Harvey, Ruby L.	Hawley, Delia
Hawthorne, Alice	Heath, Annie	Heap, Jennie L.
Heffron, Alice	Hegman, Josephine	Heim, Delia
Herrick, Lela D.	Hehr, Myra L.	Heller, Rose
Henderson, Elsie	Heneghan, Annie E.	Hewitt, Helena
Hill, Nancy L.	Hill, Alice	Hill, Edna
Hills, Kate	Hiltz, Hildred M.	Hinckley, Mrs. Arthur
Hoban, Mary	Hogue, Grace	Holcomb, Clara
Holcomb, Lina	Holman, Willis C.	Holton, Rachel
Holmes, Minnie S.	Holtz, Grace	Holtz, Jennie
Holmes, Cora	Holt, Cora	Homstad, Leila
Hortin, Mrs. Damon	Howe, Mrs. W. S.	Hooper, Mary Phillips
Hookland, Siebert	Horne, Margery B.	Horne, Grace
Houser, Hos.	House, Stella	Hutchins, Mrs. S. M.
Hupp, Mrs. Donald	Hughes, Anette Marie	Hutchinson, Mrs. C. A.
Hulcrantz, Elsie	Huntoon, Mora	Hurd, Rubie
Hyde, Mary		

J

Joslyn, Bertha	Jones, W. W.	Jones, Winona
Jones, Mrs. Squire	Jones, Marguerite	Jones, Margaret J.
Jones, Margaret	Jones, Eva	Jones, Elizabeth
Johnston, Mrs. C. B.	Johnson, Paul	Johnson, Mabelle E.
Johnson, Mrs. L. J.	Jones, Laura A.	Johnson, James A.
Johnson, Gertrude M.	Johnson, Ellen M.	Johnson, Clara A.
Johnson, Bertha	Johnson, Anna C.	Johnson, Ada M.
Jernegan, Mrs. A. T.	Jenness, Frances	Jenkins, Leona
Jellison, Minnie	Jarman, Nettie	Jacobson, Ida
Jacobs, Virginia	Jacobi, Lovena E.	

K

Kuehl, Mrs. A. W.	Krueger, Eliza	Krough, Clare
Koller, Emma	Knell, Irma	Knapp, Al. H.
Kjelland, Lerena	Kjelland, Gertrude	Kingsbury, Lillie V.
Kimball, Mrs. Lois	Kimball, Mrs. C.	Kirk, Mrs. Thos.
Kenrick, Mrs. L. M.	Kenevan, Mary A.	Kendall, Sara
Kelsey, Mrs. Moses	Kelly, Annie G.	Keep, Mary E.
Keenan, Mrs. M.	Keech, Mrs.	Kearney, Mrs. H.
Kanna, Lydia		

L

Lothrop, Mary	Ludwig, Mrs.	Ludlum, Adelaide
Lyons, M. Emory	Lynch, Mrs. J.	Lynch, Edith
Lowry, Edith	Loucks, Frances	Lord, Mrs. C. H.
Long, Della	Looney, Susan	Lockhart, Ada
Livingstone, Anna L.	Lincoln, Mrs. E. H.	Lewis, Zerelda Jane
Lewis, Stella E.	Lewis, Josie	Lewis, Mrs. Clara
Leubner, Lillian	Lenvig, Bessie	Lehmann, Florence
Leavitt, Emma Marie	Leach, Mrs. Rev. E.	Lea, Mrs. Robert
Layne, Mrs. P. J.	Lathrop, Ella	Lantry, Edna May
Lang, Maud	Lang, Mrs. Hugh	Landry, Louise
Lampe, Emma	Laird, Martha	Lacey, Mrs. W. N.
Lowry, Esther		

M

Maben, Mrs. Lester M.	Macomber, Elizabeth	Maden, Adeline E.
Maloney, Mary	Mann, Hattie	Manning, Elizabeth
Mansfield, Mrs.	Mantor, Mrs. N. P.	Marshall, Luella
Marshall, Mabel E.	Marshall, Sarah R.	Martin, Mrs. Henry
Mason, Blanche	Mather, Mrs. Sarah	Matheson, Jennie R.
Matthews, Antoinette	Mattis, Nina	Mattson, John P.
McAfee, Jane S.	McClanathan, Clara	McCleary, Minnie
McDaniels, Effie	McDermid, Clara Jane	McDonald, Abbie
McDonald, Mrs. H. F.	McDonald, Mrs. J. H.	McDonald, Margaret
McDonald, Mrs. W. D.	McCool, Genevieve	McCray, Mrs. S. W.
McIntyre, Etta	McCreary, Minnie	McCulloch, Mrs. E. L.
McFarland, Mrs. Fred	McGandy, Maude	McGauvran, Mrs. F.
McGrath, Helen	McGraw, Mary E.	McKean, Wm. G.
McLeod, Roderick	McLeod, Annie	McSpadden, Mrs. J. F.
Meade, Mrs. George	Melby, Edla	Melvin, Kathleen
Metcalf, Frank W.	Mickelson, Evelyn	Miles, Linnie I.
Miller, Samuel	Mills, Alexander	Minrow, Anette
Monteith, Mrs. George	Montgomery, Katie	Moore, Mrs. Belle H.
Moore, Mrs. J. W.	Morford, Nellie	Morgan, Henrietta
Morgan, Mrs. Theoran	Morrison, Margaret E.	Mott, Hannah
Morton, Phebe M.	Moss, Fannie	Muldoon, Mrs. J. D.
Muckey, Fred	Mudgett, Mrs. H. D.	Murry, Cecil
Murray, Addie	Murphy, Celia	Myers, May Wood
Murphy, Margaret	Murphy, Martha Ann	Myrtetus, Maude E.

N

Nye, Martha	Nutting, Robert	Norris, Martha L.
Norfield, Susan N.	Nisbit, Jane	Nichols, Mrs. Ellis
Nettleton, Lulie May	Nelson, Mrs. Marian	Nelson, Louise
Nelson, Mrs. J. A.		

O

O'Connor, Louise
O'Herrin, Mrs. Morris
Olson, Emilie
O'Rourke, Jeanette

Ogin, Mary
Olsen, Lizzie
Olson, Emma
Owens, Anna

O'Hara, Mrs. Mattie
Olson, Carrie
Opplinger, Mrs. Edward
Owen, Vidoq L.

P

Page, Grace
Parker, Mrs. Alzada
Patchin, Maude E.
Peters, Clara
Peterson, Agnes
Peyton, Mary
Phillips, Mrs. Dr. J. S.
Pomeroy, Mrs. Etta Z.
Prescott, S. W.
Prosser, Rose

Palmer, E. B.
Parson, Fred
Pearson, Mrs. F. J.
Peters, Moses
Peterson, Hilma
Phelps, Mrs. C. E.
Pierce, Clarissa
Pratt, Anna
Purdy, Mrs. H.

Palmer, Mrs. E. B.
Partridge, Earl
Perry, Mrs. C. D.
Peterson, Ella M.
Petter, Mrs. Phil.
Phelps, Mary
Pomfrey, Mrs.
Prescott, Flora
Pulham, Mary M.

Q

Quinlan, Helen

Qualee, Hildah

R

Ramm, Mary
Randall, Helena F.
Reed, Mary
Reinhard, Matilda
Reinert, Annie
Riemenschneider, Emma L.
Robinson, Mrs. F. S.
Roche, Josephine
Rose, Alta May
Roundy, Louis C.
Russell, Edna M.

Ramsey, Mrs. Lizzie
Randall, Sarah
Regnetter, Mrs. P.
Rhodes, Frances
Richardson, Hannah
Robinson, Helen E.
Roff, Minnie
Roumie Fannie
Rucker, Lena
Ryder, Hazel

Rand, Mrs. S. I.
Ray, Ethel
Regank, Winnifred
Richards, Emma Mabel
Richardson, Julia
Rigley, Henrietta
Robertson, Mrs. W. A.
Roche, Evangeline
Rogers, Elva C.
Rotherick, Henry
Russell, Barbara A.

S

Sawyer, Marion
Schofield, Persis
Scott, Mrs. Agnes
Scott, Mabel Emory
Severance, Walter J.
Shortt, Mrs. P. H.
Sherdron, Mrs. Frank
Shutte, Mary
Silliman, Mrs. R. D.
Slavin, Mary
Smith, Gertrude A.
Sneathen, Anna
Snyder, Lottie B.
Sorenson, Ernest
Speedy, Eleanor

Sawyer, Myra
Schuetz, Mathilde
Scott, Helen E.
Seeley, Willard L.
Seward, Minnie
Shaw, Mrs. John B.
Sherwin, Helen
Sibbison, Stella
Sims, Mrs.
Smith, Loretta P.
Snider, Anna
Sodergrin, Mae
Sparks, Belle
Spencer, Christie A.
Staples, Blanche E.

Schmitt, Susan
Sawyer, Mamie
Scott, Joanna
Sessions, Mary
Sexton, Frederick
Shepard, Mrs. Grove
Shoemaker, Mrs. J. A.
Simmilkier, Beulah
Skinner, Mary E.
Smith, Mrs. D. M.
Smith, Mary A.
Snyder, Mae Irene
Sodergrin, Minnie
Sparks, Mrs. J. P.
Squires, Mrs. Chas.

Stahman, Mrs. B. R.
Statelar, Hattie C.
Stebbins, Dr. Althea V.
Stevens, Mrs. Harry
Stewart, Margaret
Stone, Mrs. Lena
Stough, Charlotte

Stearns, Mrs. Elmer
Steele, Ida A.
Stevens, Mrs. Wm.
Stirling, Mrs. Frank
Storing, E. Pearl
Stuart, Agnes
Swarts, Florence E.

Stark, Mrs. Della
Stearns, Maude M.
Stevens, Alberta E.
Stewart, Mrs. Laura
St. John, George E.
Storms, Gertrude E.
Swanstrom, Mrs. J. W.

T

Tainter, A. G.
Teft, Nettie
Terry, Mildred
Thombs, Arthur
Thompson, Edward R.
Thrasher, Mrs. Mabel
Tidd, Lula E.
Tosdal, Hannah
Tupper, Mrs. E. C.
Tweed, Mrs. Alice

Taylor, Olive
Terrill, Martha
Thiss, Mrs. George
Thompson, Alice
Thompson, Francis
Thrune, Emma L.
Tipple, Adeline
Troy, Grace L.
Turnquist, Anna S.

Taylor, Robert
Terry, Florence
Thoirs, Daisie
Thompson, Clara
Thorp, Nellie
Thurston, Kate J.
Todd, Maggie
Tulare, Martha
Turnquist, Nellie

U

Uttinger, Conrad

Updyke, Marjorie

Unger, Louise

V

VanSluyters, Mrs. B. A.
Voss, Anna M.
VanGorder, Mrs. C. M.

Van Eman, Ethel
Vilas, Edith M.
Vaughan, Grace I.

Van Emon, Kate E.
Vaughan, Nellie

W

Wagner, Mrs. Martha
Wallace, Albert A.
Walter, Harriet
Warner, Margaret
Watkins, Ann
Weir, Bessie
Wells, Floyd B.
Wheaton, Alice
White, Bessie
Whitmore, Ethel
Wilder, Mrs. G. D.
Willey, Catherine
Williams, Matilda J.
Wilson, Eva
Winter, Lete
Wooley, Mary L.
Woski, Mabel

Walker, Ella Marie
Wallace, Emma
Walters, Louise
Warren, Louise
Webb, Abigail
Weitzel, Catherine
Wells, Sarah Esther
Wheeler, Mabel
White, Imogene
Whitney, Frank
Williams, Adella W.
Willing, Bertha L.
Wilson, Mrs. F. H.
Winter, Lois
Wooley, Mrs. John
Wright, Lulu C.

Walker, Mrs. Mary
Walrath, Dr. Belle
Ware, Mrs. C. R.
Warren, Dr. William
Weeks, Ida M.
Weitzel, Esther
Werner, Mrs. F. J.
Wheeler, Nellie
Whiting, Mrs. M. Emelyne
Wiegand, Frieda L.
Willard, May
Williams, Lotta
Wilson, Charlotte
Wilson, Ida
Witt, Mrs. Emma
Woolsey, Frances D.

Y

Yerka, Elizabeth

Young, Genevieve

Yahnke, Emma

Z

Zeidler, Richard

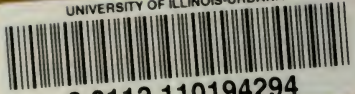
Zahner, Mrs. M. K.

Zinck, Mrs. C.

NOTE

Persons wishing to receive the *Bulletin* regularly are requested to send in their names and addresses.

UNIVERSITY OF ILLINOIS-URBANA



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THE WINONA NORMAL BULLETIN

DEVOTED TO THE INTERESTS OF EDUCATION IN MINNESOTA



IRWIN SHEPARD
MEMORIAL NUMBER

SERIES
TWELVE

AUGUST, 1916

NUMBER
FOUR

PUBLISHED QUARTERLY BY THE WINONA STATE NORMAL SCHOOL

Entered at the post office Winona, Minnesota as second class matter



IRWIN SHEPARD

The Winona Normal Bulletin

Winona, Minnesota

Series XII

AUGUST, 1916

Number 4

MEMORIAL EXERCISES

IN HONOR OF

IRWIN SHEPARD, PRESIDENT, 1879-1898

ASSEMBLY HALL, 9:30 A. M., MAY 30, 1916

Oh, fallen at length, that tower of strength,
Which stood four square to all the winds that blew.
(Tennyson, from "Ode on the Death of the Duke of Wellington")

Response, "Come Unto Me"..... *Richard Wagner*

Responsive Reading..... *Psalm CXLIV*

The Lord's Prayer

Hymn, "In the Cross of Christ I Glory"..... *I. Conkey*

Address MR. JOHN M. HOLZINGER

Solo, "Face to Face"..... *Herbert Johnson*

MRS. H. M. LAMBERTON

Address MR. FREDERIC S. BELL

"Battle Hymn of the Republic"..... *Julia Ward Howe*

MISS MYRTLE CROSS

ST. CECILIA SOCIETY

Address, DR. JESSE F. MILLSPAUGH..... Los Angeles, Calif.

Reading of Letters MISS KATE SPRAGUE

Address, DR. ALBERT E. WINSHIP..... Boston, Mass.

Hymn, "Jerusalem, the Golden"..... *Alexander Ewing*

Benediction REV. T. S. DEVITT

A PERSONAL TRIBUTE

J. M. Holzinger

Irwin Shepard born July 5, 1843; died April 17, 1916

We have assembled to honor the memory of Dr. Irwin Shepard, the fourth president of this Normal School. The local press, the papers of the state and nation, have had appreciative notices of his life at the time of his passing. Dr. Lord, former president of the Moorhead Normal School, at the time of the funeral paid him a brief and glowing tribute. An intimate friend of Dr. Shepard ever since 1881, associated with him officially during all his years of service in the state, he above all citizens was qualified to speak with authority for the educational men of state and nation. He stated the case of his friend modestly, forcefully, eloquently.

My own right to honor Dr. Shepard on this occasion rests on less obtrusive, tho not less appreciative relations. My acquaintance with him began eight years earlier than did Dr. Lord's. I was a pupil under him for two years, from 1873 to 1875, when he was principal of the Charles City, Iowa, high school. His kindly interest followed me thru my college days; and after completing my postgraduate work, in 1882, he called me to join his faculty in this school.

It is not with Dr. Shepard as an individual, the man in relation with other individuals, that we are concerned on this occasion, however. We are interested in the man so far as he, by his services in this institution and to the people of the state, has become a part of the larger life of our commonwealth. Institutions, per se, are soulless organisms. It is those that work in them, that yield their lives in service to the people, who constitute the institutional soul, in the collective sense. But how shall you here assembled, teachers, students, citizens, soldiers, know that Dr. Shepard is rightly honored in this memorial service, under the roof of this state institution; how shall you know that he is an integral part of its life, and that he is only giving us this opportunity to assign to him his right place in its history: unless you permit one who has been for these many years in organic touch with him, to review for you at this time the services he has rendered.

Dr. Shepard was elected president in 1879. On taking up his duties, he accepted all the obligations placed on him by his prede-

cessors, and devoted himself with rare energy to the task of carrying forward the work laid out by Presidents Phelps and Morey. He showed great tact and statesmanship in his effort before succeeding legislatures, to secure the appropriations for developing the material side of the school, the funds for buildings and equipment. As the growing needs of the state called into existence the other Normal Schools,—Mankato, St. Cloud, Moorhead, Duluth,—it was Dr. Shepard that tactfully unified and harmonized their efforts. Unwise jealousies tended to spring up, endangering the vital interests of all, especially by jeopardizing chances for legislative appropriations. It was largely by his tact, sagacity and foresight that the schools were able to present a united front to the state legislatures.

It was during his own service, and prior to 1895, that the two wings to the original building were secured, including the excellent laboratory equipment in both the physical and biological science departments. Some share of credit for the more recent achievements, in securing funds for the several buildings that have since been erected, is due to him also; for he labored, spoke and wrote both before legislatures and in the public press, especially for the students dormitory. It was he that watered the ground, that mellowed it, so that his worthy successors might have reasonable hope for success. All of us who enjoy the present facilities owe a debt of gratitude to Dr. Shepard, for having faithfully and sagaciously aided in securing them.

But, much as these material aids to a teacher's education move us to gratitude, we owe far more to Dr. Shepard for his far reaching and vigorous efforts to improve the common school system of the state.

One of his first departures was the establishment of the first kindergarten west of the Mississippi, with Mrs. Eggleston for director. How this capable lady, with several other members of this Normal School faculty, was called to found the Argentine Normal School system, from the kindergarten up; how the Winona kindergarten, under the guidance of other able women like Mrs. Choate (Mrs. Donovan), Mrs. Lees, (Miss Ernst), succeeding Mrs. Eggleston, became the prototype, not only of the kindergartens of this state, but of other states west of the Mississippi, and of lands beyond our confines: this is matter of public record.

Other departures in educational practice, increased emphasis on music, and on drawing as a means of more accurate seeing, as

well as a means of developing the esthetic taste, were made in the early eighties. Hand in hand with these improvements went the extensive laboratory practices in the physical and biological sciences. As an aid to children in the study of Nature a museum was established. The nucleus for this was a series of Minnesota fossils collected by Prof. Phelps, to which was added the extensive Woodman collection secured thru his influence. Both he and Dr. Shepard endeavored to make this an effective educational tool.

These and other departures in common school instruction went hand in hand with the pedagogical discussions of the day, which frequently departed boldly and far from the conventional paths. Dr. Shepard was keenly alive to the necessity of keeping abreast, and even in advance, of current educational practices. Many new ideas were tried out in this school. Supposed leaders in educational departures came, and went.

One of the most radical measures instituted by Dr. Shepard is the continuous session plan. In this effort he was joined by President Lord. After some preliminary deliberations, the latter, on August 26, 1896, presented to the Normal board formal recommendations that the plan be adopted, and that it go into operation on July 1, 1897. The plan worked well for two years. Then it was interrupted, the legislature failing to make the necessary appropriation. In 1904 it was re-established in modified form. A number of schools adopted the plan. And it was, and is, known as the "Winona Plan."

Dr. Shepard, in his dealings with legislatures, and in the educational debates, showed himself a practical disciple of preparedness and efficiency. An interesting and convincing speaker, he was keen in debate, prepared against any opposing argument. Dr. Lord well characterized his achievements in this field of effort. A clear thinker, he defended his position with calm irresistible argument, backed by unquestioned physical and moral courage. A generous opponent, he always preserved a friendly personal attitude toward the other side. His strength lay in his fine self-possession, linked with his indefatigable effort at preparedness.

His courage was shown in his dealings with teachers and pupils. Whatever in his judgment was necessary to make this school respond effectively to the expectations of the people, that he sought with undeviating purpose. He never hesitated to go into all details of each teacher's work, if he considered that circum-

stances warranted it. The school in his days was small, and evidently gave him time to make searching investigation. His mechanism for this purpose was unique: a revolving desk in his office with all the text books of the term, and a small notebook for assigning daily lessons, always found on each teacher's desk. Whenever he visited a class—and this occurred once or several times a term—he was thus able to prepare the lesson of the day. He did not hesitate to spend the full recitation period in one class, a close and interested listener. If all went well, he silently withdrew, frequently leaving the well known "pink slip" with some friendly and helpful criticism. When things did not go to suit him, however, he coolly took the class list from the teacher, took up the recitation and carried it to a close to suit himself. His criticisms, even then, were always friendly, earnest, and of course, mostly private. This method had a rather tonic effect on both teacher and pupils.

He was a very methodical man, and an indefatigable worker. And he asked from all connected with him no harder service than he himself was rendering. The student body were, individually, held to a strict, daily account, not only of the recitation time, but as well of the time of preparation. Rest and recreation, even, were in a measure prescribed. So long as the pupils were younger, this strict supervision was very beneficial, and was gratefully accepted by all earnest pupils. But as the standard of admission was raised, and the applicants presenting themselves were more mature, there gradually came signs of unwillingness to adhere to an excellently conceived and stern but kindly order. Modifications were urged, and were introduced. Today even those who remonstrated against this splendid system as irksome, admit that it had admirable advantages.

Dr. Shepard's withdrawal from the school became necessary when the work of the secretaryship of the National Educational Association grew, in his own hands, to the really gigantic dimensions it assumed in later years. A master at organizing great bodies of people to work harmoniously, he was in his element as secretary of that growing national body of teachers. He had served some years, and had proved his fitness, as annual secretary; when in 1898, the advisory council urged him to become permanent secretary. This position he accepted reluctantly. It had been his purpose, and his passion, to conclude his life work in

this school. But a growing difficulty with his hearing finally persuaded him to sever his connection here, and to devote himself entirely to the interests of the National Educational Association. This was in 1898.

This office involved far more labor than the term secretary implies. It fell to him to work out annually and arrange the extremely complicated programs of all the sectional sessions, to make arrangements for the places of meeting, to secure adequate rates from all the railways of the country, and to secure hotel accommodations for the growing thousands who came to attend under the stimulus of his tactful management; besides publishing an annual report of proceedings.

This fervid activity, both business and educational, in which he annually came into personal business contact with the foremost educational, railroad and hotel men of the country, made Dr. Shepard easily the best known personage from the Atlantic to the Pacific, from the Gulf to the Lakes. It was facetiously said of him at an alumni banquet by George Simpson, the toastmaster, that the next speaker required no street nor house number on his letters, nor even city or state; a letter addressed simply "Irwin Shepard," and dropped in a letter box anywhere in the civilized world, would unerringly reach its destination in Winona!

His reputation as an able organizer of conventions was undiminished after his retirement, in 1912. And he was called upon, by the management of the Panama-Pacific Exposition, to organize the great conventions of not only the educational, but the industrial bodies as well. This task he accepted reluctantly. His well deserved rest, after a most arduous and active life, was thus unduly interrupted. But, as long as he had the strength, he declined to spare himself when his services were asked.

He lived to be 72 years old. His was a singularly strenuous life. With an iron constitution, with habits of clock like regularity, with not a single physical indulgence to dull his mind or weaken his body, he could easily have added ten, twenty, or even more years to his three-score and ten, the natural span of a healthy man's life, had he spared himself. But his energy knew no bounds. Outside of time for rest and sleep, every minute was full of work for months at a time. He has done the work of several able bodied men. For too brief a time, in the last few years, all too brief after a life so energetically lived, he became a member of the Winona

Golf Club. Men of great energy and ability not only deserve, they need, their periods of relaxation in play, in outdoor recreation. Spartan that he was, he denied himself this needed respite too long.

In closing this unvarnished rehearsal of a busy man's life, I cannot refrain from reminding you of what others have already told you: that in the war of the rebellion he left his studies at the Ypsilanti Normal School to fight for the North. He was wounded. And Congress bestowed on him the badge of distinction for bravery.

In all his relations this singularly able and self-possessed man showed the marked quality of a leader: whether in his school work, or in his national work, always he inspired young and old with a glowing zeal of doing their best. Many a struggling boy and girl has been thus encouraged by him. Whether as superintendent of our city schools, or as president of this Normal School: in all relations he held up his ideals of education. The 144th psalm which was read at the opening exercises on the first day of each year, states clearly the goal of his endeavor: "That our sons may grow up in their youth, that our daughters may be polished after the similitude of a palace."

A man of strong, positive influence, Dr. Shepard, for his varied and distinguished services, has placed under lasting obligation every one of us here assembled, both students and teachers, in all departments, and not only us, but the citizens as well, for the prestige he has preserved and increased, for this school and city. Nay, even the entire common school system of the state may well bow its head as a tribute of respect, and of recognition of the large influence upon it of this earnest, ardent, able teacher of teachers. Finally, in his capacity as permanent secretary of the National Educational Association, thanks to him the greatest and best managed organization in the world, Dr. Shepard has given to the country at large an educational service the influence of which will last for generations.

He was, in the best sense, an earnest, sane patriot, an inspiring teacher, a friend of all earnest workers, a fearless man, of unflinching integrity in public service.

Irwin Shepard as a Citizen

F. S. Bell, Winona.—Dr. Irwin Shepard was an educator: his life from early maturity past the scriptural allotment was devoted

to and absorbed in educational affairs; he attained marked success, even distinction, in this chosen field; educational labors, philosophy, standards, methods, routine, set their manifest stamp upon him, so that one would not mistake him for a man of another profession; he delighted in the hard work of the schools, and enjoyed the appreciation and esteem, the gratitude and respect, which his hard work earned and brought him. It is appropriate that these memorial services should be held in a school, in this school, and that the key note should be attestation to his eminence and achievement as an educator.

But Dr. Shepard lived in Winona more than forty years, a good citizen and a good neighbor, and no memorial record would be complete which failed to set forth, though it must be inadequately, the impression which he made as a man among men.

He took his duties as a citizen seriously, always voted and always gave attention to the machinery by which nominations to office are made. He was a Republican all his life, independent in detail, but a loyal party man in general, tolerant of differing opinion, but very positive in his own, however courteous in expressing it. From a crowded daily life, he took time to inform himself on political matters, studying those questions submitted to popular vote as carefully as though he were sole arbiter of them.

He was a religious man, born and bred in the faith of the Pilgrims; his college life was passed at Olivet, a Congregational school in Michigan; he was long a valued member of the board of trustees of Carleton College in this state, affiliated with the same denomination; he joined the First Congregational Church of Winona as soon as he felt himself definitely a citizen here; he became a deacon of that church in 1902 and was for many years Superintendent of its Sunday School. While thus identified all his life with formal religion, and while very consistent in his personal adherence to his inherited religious standards, he made his friends in all faiths and rather valued the pursuit of high ideals in another than insisted that those ideals should be precisely his own.

He was a delightful companion in his leisure hours; to wide experience, extended reading, broad interests, and sound opinion, he added urbanity, courtesy, unfailing humor and a genuine zest for social intercourse.

These are fine things to say of any man, and yet as applied to Irwin Shepard they seem inadequate and perhaps commonplace. They could not be averred of a poor citizen, but with circumstantial changes they might be said of many good ones, and perhaps of some only indifferently good. This is what they fail to indicate. That here was a personality, a stalwart of the stalwarts, a real up-standing, outright man. Except as an educator he never held a public office, nor did he greatly seek to impress himself on others; but because others sought him his influence in the community was deep and beneficent. Because his heart was kind and his head wise, his counsel was sought in times of trouble or perplexity by many people, by all kinds of people, and at all sorts of times, and he gave freely from his over-crowded hours, characteristically patient and thorough consideration to each problem, and such help and comfort as a kind and wise man has to give; to many a troubled visitor he was as a covert from the tempest and as the shadow of a great rock in a weary land. It is not by the decorations he bears or the labels that are put upon him, not by his attainments or accomplishments, certainly not by his accumulations, that a man's place with his fellow men should be established—rather by his readiness and ability to render service. By this touchstone the Shepard metal shows pure gold.

Irwin Shepard enlisted in Company E, Seventeenth Michigan Volunteers in April, 1862, then eighteen years old; he began service in August 1862 and was wounded May 5th, 1864 in the early days of the Wilderness campaign; in the interim he took part in the fighting at South Mountain, Antietam, and along the Mississippi after Vicksburg. Upon release from a military hospital, he served for two years in the federal mustering out station at Detroit and then returned to his father's farm, his wounded arm still troubling him and still borne in a sling.

The last two years in Europe have awakened us anew to the meaning of such a record. It was the supreme test of citizenship bravely met, when in the early sixties, Youth lifted up its present comforts and pleasures, its hopes and dreams for the future, its health and strength, sound limbs and lithe bodies, zestful life itself, and laid them all on the altar of the country's need. Honor again to that volunteer army, whose young eyes caught the glory of the coming of the Lord, and whose steps forsook their wonted

paths to follow the fateful lightnings of that terrible swift sword, heart-sure all that with the sturdy tramp of their South-turned feet God's truth was marching on.

An Appreciation

J. F. Millspaugh, Pres. Los Angeles, Cal., State Normal School.

—To have known a man like Dr. Shepard for thirty years, and for fifteen of those years, intimately, is to have experienced a great privilege. When in 1885 I called upon him to inquire about a teacher who was under consideration for appointment, in the course of the conversation I learned something of his standards of efficiency and his ideals of character in a teacher. Upon my relatively inexperienced mind this conversation made a deep and lasting impression, with the result that since that time those same standards and ideals in some degree have been my own. Thus from the very inception of our acquaintance I have been the conscious debtor of this remarkable man.

I was an occasional attendant upon the meetings of the N. E. A. before 1890, and after that date for twenty years I missed but few of them. These meetings gave me, as they gave thousands of other school men, an opportunity to know and appreciate Dr. Shepard. Long before I had ever visited the school, in the fabric of whose history his constructive efforts and influence have been inextricably woven, like many others I felt that I was acquainted with the institution, because I had so long observed the methods of its President and his work as Secretary of the N. E. A. That great organization of the educational forces of the country is the power that it is, largely because for so many years more than any other man, Irwin Shepard unstintedly devoted to it his energies and his life. In every department, even to the remotest limits of its work, his organizing ability was felt. Not only with every minute detail of its business was he familiar, but its educational aims and policies were shaped and directed in no small degree by his counsel. He even knew and could tell with accuracy something about almost every man and woman who appeared on the programs of its meetings, and when he met them he seldom failed at once to recognize and call them by name.

Whenever he spoke in either the business, or in the educational, meetings of the Association, he was heard with deepest in-

terest, for he never attempted to talk unless he had something to say; and his clear, incisive, earnest words were a most fitting vehicle for the convincing thought which they conveyed. It is not uncomplimentary to the other able men who have held that office to say that the high water mark reached during his incumbency, as it was never attained before, can hardly be expected again.

But it was not until 1899, when fortune made me Dr. Shepard's successor as President of the Winona Normal School, that I came really to know him intimately as he was. My debt to him can never be cancelled, and it would extend this note of appreciation much too far even to enumerate the occasions on which he permitted me to profit by his experience and wisdom. But it was the manner of his giving counsel that really characterized the man. Not a single instance can be recalled, when, unasked, he offered a suggestion; and when his advice was sought, instead of an assumption of superior wisdom and a categorical statement of what should be done, with delicacy and tact and sympathetic comprehension he would bring about such a discussion of the situation as would quickly reveal the proper course to pursue. Thus he deliberately brought it about that the seeker for advice could depart without loss of self respect, for he could feel that he had had a share in the discovery of that for which he had been searching.

Of those with whom he was associated, teachers, students, fellow officials, employees, he expected scrupulous fulfillment of duty, and he did not easily excuse failures; but he always held himself so much more rigidly to the performance of duty than he held others, and his recognition of their faithful performance was so quick, generous, and hearty, that all who were about him were ready and eager to undertake any tasks, however difficult, which he believed to be of value to the school.

Intense earnestness of conviction characterized Dr. Shepard as it has characterized nearly all great souls. Except upon certain issues when his conclusions were intuitive and instantaneous, his opinions were reached rather slowly and after much careful thought; but when his judgment had once been formed, it was adhered to with great tenacity. To present to him a matter which he considered of importance and to observe him as he gathered its import, weighed it in his mind, and arrived at a conclusion regarding it, was most interesting. In memory, I can still see him, sitting

back leisurely, sometimes with outstretched fingers brought together and pointing toward the ceiling, his elbows resting comfortably on the arms of his chair. Patiently he would listen to the recital, often asking many questions to make sure that he understood it. Gradually then, his attitude would become more tense, his eyes begin to brighten, and his face to glow. Then slowly leaning forward as conviction began to dawn, unconsciously he would draw himself nearer and nearer to the edge of his chair until the margin on which he rested looked dangerously narrow. When that point had been reached, he was ready. Then one might expect a statement of conclusions,—a statement so prompt, so clear, so explicit, so unequivocal that there could be no doubt then or after where he stood on the issue involved.

Dr. Shepard's sense of humor was very keen, and it always served as a safety valve to relieve the tension of his dynamic nature. He loved good stories and he told them with fine effect. A good natured joke was none the less appreciated by him because he himself was its victim; and his hearty, side-shaking laughter on these occasions was contagious. In conversation, he was ready and vivacious; while he enjoyed talking, he was no less ready to listen. This trait combined with his fine temper and optimistic spirit made him a most enjoyable companion on all occasions.

By teachers who were associated with him, by students, and by a great multitude of educational leaders and friends scattered over the entire country, he was greatly loved, and by them his memory always will be cherished as a precious possession. Few men have served their generation more ably and faithfully, and few have better deserved such a measure of respect, esteem, and affection as was eagerly bestowed upon him by all who knew him.

Nicholas Murray Butler, President Columbia University, New York.—A long and useful life has closed in the passing from earth of Irwin Shepard. It was a life that one likes to think of as typically American. Born in central New York in 1843, Dr. Shepard was still a mere stripling when the civil war broke out. He offered his services to the Government of the United States and performed a soldier's duty with devotion and with valor. It was one of the great pleasures of his later life to receive from the government appropriate and formal recognition of a particular deed of

bravery. When the war closed the young man returned to the task of completing his education. He became a teacher, then a student of teaching and shortly afterward a teacher of teachers. He gained a national reputation as president of the State Normal School at Winona, Minnesota, where his capacity for hard work and his attention to detail, no less than his intelligence and high purpose, made his success easy and natural.

Dr. Shepard became a familiar and admired figure in the National Education Association in the days when that body was at the height of its influence and authority. He was chosen secretary of the National Education Association in the winter of 1892-3 and he served in that important and influential office until his voluntary retirement in 1912. During that period of twenty years, Dr. Shepard was the very soul of the National Education Association. He promoted in a hundred ways its interests and its activities and he served loyally and devotedly its high purposes and ideals. With the reorganization of 1898 and the establishment of a paid and permanent secretaryship, Dr. Shepard was called from his normal school work to devote himself undividedly to the duties of this new professional office. With what skill and universal satisfaction he did so, every well informed teacher in America knows. To unusual executive ability, Dr. Shepard added singular unselfishness, high mindedness and loyalty. His friends were legion and his service peculiarly his own, both in its extent and its variety.

O. T. Corson, Editor, Ohio Educational Monthly, Columbus.—My acquaintance with Dr. Shepard began soon after he became Secretary of the National Education Association, in 1893, and grew in intimacy through the years, until 1899-1900, when I served as President of the Association, and thus had an opportunity to know him in an official way. This experience marked the beginning of one of the most valued friendships of my entire life, and I find it difficult now to write of Dr. Shepard in any other relation than that of a dear friend whom I loved because of his many noble characteristics. His was a rare soul, indeed, and the knowledge that he was my friend will always remain with me as a precious memory.

He must have been a great teacher, and fortunately, hundreds of his former pupils are living to bear testimony of his service to

education as a teacher. It was as the Great Secretary of the National Education Association that I knew him and it is of his great service to education in that responsible position that I shall attempt to write.

Notwithstanding the fact that, during the first five years of his service as Secretary, he was able to give to the work only such time as he could spare from his duties as President of the Winona State Normal School, he was able to make such a remarkable record for efficiency in planning, organizing, and executing, as to create a universal demand among the members of the Association that he resign his position as President of the State Normal School and devote all of his time to the Secretaryship. Only those who knew him intimately can have any realization of the struggle through which he passed in deciding to give up the work to which he had dedicated his life in order that he might accept the pressing call to new duties and great responsibilities.

Having decided, however, to accept the position of Permanent Secretary of the National Education Association in 1898, he entered with enthusiasm upon the work which was to win him international fame among educators. Had Dr. Shepard devoted his time, talents, and energy to commercial pursuits, he could have commanded a salary such as no educator can ever hope to receive. In several instances, railroad officials, after meeting with the executive committee of the Association to plan for one of the great summer meetings, expressed their great admiration for Dr. Shepard's rare talent as an organizer and his genius as a diplomat.

To his exceptional ability, untiring energy, and indefatigable efforts, all that is best in the organization and history of the Association is largely due. Through the period of its great growth and development, his was the guiding hand; and the National Education Association stands today as a National Monument to the memory of Dr. Irwin Shepard and his service to education throughout the Nation.

In all his success, due in no small measure to his wise diplomacy, he always remained true to his deepest convictions of right and never swerved in his loyalty to duty. Under no circumstances would he sacrifice principle for policy.

His last letter to me, dated March 22, 1916, and penned in his beautiful hand-writing, is signed "Loyally yours, Irwin Shepard." He often signed his personal letters to his intimate friends

in that way. *Loyalty* was his most marked characteristic. He abominated deceit of any kind and had no sympathy with false pretenses under any conditions. He was *loyal* to his country, and, when a Normal School student, enlisted as a soldier boy to fight in defense of the Union. He was *loyal* to his home and family, whose welfare was always uppermost in his mind and heart; he was *loyal* to the pupils whom he taught and to the teachers with whom he served; he was *loyal* to the highest and best interests of the National Education Association to which he gave the best years of his useful life; he was *loyal* to duty, to friends, and to God, and now that he has gone from us, thousands of *loyal* friends sincerely mourn his loss and reverently revere his memory.

James A. Barr, Chief of Department of Education, Panama-Pacific Exposition, Berkeley, Cal.—I am glad indeed to have the opportunity of paying tribute to the work and worth of Dr. Shepard. I have known him intimately for the past twenty-five years. As an executive, he had few equals and no superiors. When I became associated with the Panama-Pacific International Exposition in San Francisco as Director of Congresses, I at once invited Dr. Shepard to assist in the work of organizing a great series of Congresses as one of the principal features of the Exposition.

His work in San Francisco, his last active work, will stand as one of the greatest achievements. His tact, energy, and resourcefulness were at their best. His letters to all classes of organizations were masterpieces. The success of the work in both its national and international phases was due very largely to Dr. Shepard. He was one of the world's real executives.

John W. Cook, President Northern Illinois State Normal School, DeKalb.—I do not recall when I first met Dr. Shepard. It must have been fully thirty years ago. He was then at the head of the Normal School at Winona. As we had a number of friends in common and they prepared the way for our friendship, we were thus spared the ordinary preliminaries of getting together.

It was in the early nineties that I made my first visit to his school. It was an event to be remembered. His ability as a manager was extraordinary. It has been my fortune to see many educational institutions but I never saw another that was so com-

plete an expression of the spirit, the aim, and the method of its president. Without apparent effort, with no visible marks of authority, with a spirit of loyalty that was everywhere evident, it moved forward in the most charming accord with the thought of the leader.

When he entered upon his remarkable work as secretary of the N. E. A., I had the coveted opportunity of coming into more intimate relations with him. Will the history of that notable service ever be adequately written? His characteristic qualities there found a field for their full and free exercise. He held the multitudinous details of that vast organization in his easy grasp. Nothing escaped him. He realized its vast significance as an educational agency. He was jealous of its good repute. He believed as thoroughly as anybody ever believed anything that its business affairs should bear the unmistakable mark of the most scrupulous integrity. It should set the high standard of square dealing. It should exemplify the application of the noblest ethical ideas to the management of an institution whose business side demanded the highest order of executive ability.

How those of us who knew him so well and loved him so sincerely believed in him! When the years brought him sorrow he had our warmest sympathy. When failing health aroused our apprehensions, we tried to send him our words of good cheer. When, at last, the kindly angel touched him and his good heart stopped its beating, we set apart an altar in our memories and inscribed his name upon it.

Now that he lies asleep we reenforce our faith in the inestimable worth of so true and so rich a life. Its gentle and serene dignity rebukes the self-seeking ambition of those who desire places of honor for personal ends. He passes into history crowned with the high esteem of all who understand the motives and aims of his extraordinary life.

Charles W. Eliot, President-Emeritus, Harvard University, Cambridge, Mass.—I had a high respect for Dr. Irwin Shepard, a respect which increased with time and prolonged experience of his admirable qualities. He was prompt and accurate in his business, generous and just in his valuation of men and women, and conscientious and honorable in all his dealings with other people,—

no matter whether he thought them good, or bad, or of doubtful and variable quality.

He was gentle, considerate, and conciliatory in manner, but also resolute and capable of righteous indignation. His public services as head of the Winona State Normal School, and secretary of the National Education Association, were memorable; because they took effect on large numbers of influential men and women, and set up high standards for future laborers in the cause of education.

J. Y. Joyner, State Supt. of Public Instruction, Raleigh, N. C.—Dr Shepard's death is a great loss to the cause of education in the whole nation, but this loss is as nothing compared with the keen sense of personal loss that the news of his death will bring to to hosts of friends in every part of the country who were intimately associated with him in his great constructive work as Secretary of the National Education Association, and who learned by this association to admire, honor and love him as perhaps no other man in the Association was admired, honored and loved.

J. H. Phillips, Supt. of Schools, Birmingham, Ala.—I have delayed writing you—purposely delayed—because I could not bring myself into a state of mind that would enable me to give calm expression to my sympathy, and my sense of personal grief. My personal association with Doctor Shepard, covering so many years of work for the Association, had endeared him to me, and I had learned to grip him to my heart as a kindred soul. His qualities of mind and heart were those of a man who had achieved a great work through toil and struggle. He had the “universal human soul” which he incarnated in the great Association he builded. This organization is his monument.

You have the consolation of the fact that Doctor Shepard still lives—he lives in the hearts of thousands of school men and women throughout the length and breadth of this continent, he lives in the great organization he has guided and fostered through the years, he lives in the imperishable record he has left—a record of service to God and mankind.

Dr. A. E. Winship, of Boston, editor of the *New England Journal of Education*, and a long time intimate friend of Dr. Shepard, traveled many miles in order to be present at the Memorial Exercises. He took a most helpful part in the program. His address, largely reminiscent, dealt primarily with the great work accomplished by Dr. Shepard in the upbuilding of the National Education Association. Its endowment fund of nearly \$200,000 is available for use to the association and thus to education in America primarily through the wise business management, the foresight, and untiring efforts of Dr. Shepard. Dr. Winship said that Dr. Shepard's handling of the intricate problems involved in relations with the great railway passenger associations was masterful and was recognized as such by railroad authorities throughout the country. Dr. Winship dwelt upon the gradual development of the national association from the small body without form to the finely complex but completely unified body of today with its influence in general far reaching and permanent.

Dr. Winship's address was most fitting and it is regrettable that a stenographic report was not made available for this published memorial.

COMMENCEMENT WEEK

The year closed with a series of exercises, each number of unusual merit. There were many visitors from out of town. The program was as follows:

Commencement Sermon.. PROF. MARIA L. SANFORD, Minneapolis
Memorial Exercises in Honor of DR. IRWIN SHEPARD,

President 1879 to 1898

Annual Class Play.. Shakespeare's "A Midsummer Night's Dream"
Class Day Exercises

Alumni-Faculty-Senior Dinner..... Reception

Annual Commencement

Address by DR. RICHARD BURTON, University of Minnesota

The annual commencement was held in the forenoon, a change from the evening program which has been held for many years. While the morning hour has certain advantages over the evening hour, the attendance was perceptibly reduced. One hundred-two persons were graduated in June and 53 persons earlier in the year, making the total 155 for the year 1915-16.

SUMMER TERM

The 1916 summer term, June 12 to July 21, proved to be most satisfactory. Weather conditions, which in the summer, must always be taken into consideration, were very favorable. There were all told, in normal department classes, twenty teachers, and in the Elementary School three full time teachers. There were thirty-five classes, all but one meeting twice daily, with an average attendance of slightly over twenty.

The social side was not overlooked and included several receptions and bluffside picnics. There were a number of chapel talks and recitals in additon to the following program:

- Mr. E. T. Mathes—"Mexico" (Illustrated)
- Miss Elizabeth Hall—"Teaching"
- Mr. Charles W. Seymour—"Benjamin Franklin"
- Mr. Henry S. Curtis—"Organized Play"
- Mr. Harrington Beard—"One Hundred Famous Pictures"
(Illustrated)
- Supt. R. E. Denfeld—"Americanism"
- Miss Mary Slifer—"Macbeth"

The Fourth of July program on the campus with Hon. J. W. Murdoch as orator was a marked success. The several excursions to industrial plants were well attended.

The students possessed the maturity and earnestness which always characterizes the summer term and is the primary means for securing the standard of work which always obtains. Of the 400 students enrolled 252 had taught a total of 9000 months or an average of 35 months. The summary of enrollment follow:

Special Diploma Classes.....	28
Senior Class.....	85
Senior Kindergarten Class.....	6
Junior Class.....	180
Junior Kindergarten Class.....	2
Third Year Class.....	35
Second Year Class.....	25
First Year Class.....	31
Unclassified Students.....	8

Graduates:

Regular.....	21
Special	4
Elementary.....	1
	— 26

The graduates for the summer term follow:

Regular Course

Elizabeth Hester Bryan.....	Red Wing
Mattie Anna Benson.....	Morristown
Katherine Berry.....	Rochester
Marie V. Boyle.....	St. Paul
Mary Ellen Connell.....	Waterville
Lillian Dorival.....	Caledonia
Gertrude I. Forster.....	Chatfield
Gertrude Lillian Freeborn.....	Fergus Falls
Ella Gimmetstad.....	Belview
Nina S. Hoover.....	Winona
Gertrude Kammerer.....	Winona
Frances Marion McIntire.....	International Falls
Mary McLeod.....	Wabasha
Zelma Monson.....	Belview
Olga Roscia Sandstad.....	Kenyon
Pearl Marie Severance.....	Flandreau, S. D.
Ethel G. Stauffer.....	Winnebago
Jennie C. Steinmetz.....	Minneapolis
Anna E. Swanson.....	Goodhue
Nellie G. Tirrill.....	Prineville, Oregon
Gertrude E. Whited.....	Chatfield

Special Courses

Ebba M. Erickson.....	Kindergarten-Primary.....	Goodhue
Merle F. Freeman.....	Manual Training.....	Spring Valley
Ruth Leonhart.....	Household Arts.....	Winona
Esther M. Raetz.....	Household Arts.....	Hastings

Three Year Elementary Course

Lydia I. Wirt.....	Lewiston
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